

H B Rhame Elementary

1300 Arrowwood Rd.
Columbia, S. C. 29210

Grades	K-5 Elementary School	
Enrollment	422 Students	
Principal	Mikell G. Owens	803-731-8900
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Dr. Jasper Salmond	803-231-7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	19	57	22	1

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Average	Unsatisfactory	Yes
2004	Average	Good	Yes
2005	Average	Below Average	Yes

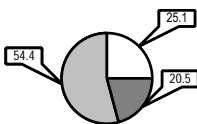
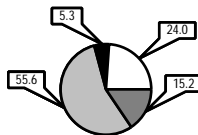
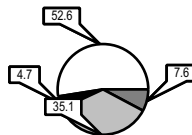
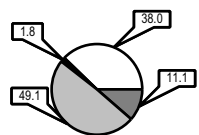
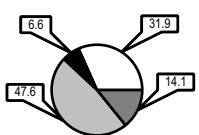
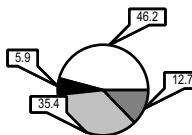
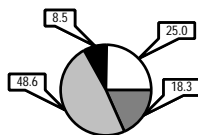
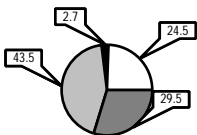
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

91.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	187	99.5	25.1	54.4	20.5	0.0	35.7	Yes	Yes
Gender									
Male	100	99.0	36.3	47.3	16.5	0.0	30.8		
Female	87	100.0	12.5	62.5	25.0	0.0	41.3		
Racial/Ethnic Group									
White	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	173	99.4	25.8	54.1	20.1	0.0	35.8	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	171	99.4	21.0	57.3	21.7	0.0	38.2		
Disabled	16	100.0	71.4	21.4	7.1	0.0	7.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	187	99.5	25.1	54.4	20.5	0.0	35.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	187	99.5	25.1	54.4	20.5	0.0	35.7		
Socio-Economic Status									
Subsidized meals	139	99.3	25.0	57.8	17.2	0.0	33.6	Yes	Yes
Full-pay meals	48	100.0	25.6	44.2	30.2	0.0	41.9		

Mathematics – State Performance Objective = 36.7%									
All Students	187	98.9	24.0	55.6	15.2	5.3	35.1	Yes	Yes
Gender									
Male	100	98.0	29.7	53.8	9.9	6.6	30.8		
Female	87	100.0	17.5	57.5	21.3	3.8	40.0		
Racial/Ethnic Group									
White	10	90.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	173	99.4	25.2	57.2	13.2	4.4	32.1	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	171	98.8	20.4	57.3	16.6	5.7	37.6		
Disabled	16	100.0	64.3	35.7	0.0	0.0	7.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	187	98.9	24.0	55.6	15.2	5.3	35.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	187	98.9	24.0	55.6	15.2	5.3	35.1		
Socio-Economic Status									
Subsidized meals	139	99.3	28.1	54.7	14.1	3.1	30.5	Yes	Yes
Full-pay meals	48	97.9	11.6	58.1	18.6	11.6	48.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	187	99.5	52.6	35.1	7.6	4.7	12.3
Gender							
Male	100	99.0	60.4	25.3	8.8	5.5	14.3
Female	87	100.0	43.8	46.3	6.3	3.8	10.0
Racial/Ethnic Group							
White	10	100.0	I/S	I/S	I/S	I/S	I/S
African American	173	99.4	56.6	33.3	6.9	3.1	10.1
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	171	99.4	50.3	36.9	7.6	5.1	12.7
Disabled	16	100.0	78.6	14.3	7.1	0.0	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	187	99.5	52.6	35.1	7.6	4.7	12.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	187	99.5	52.6	35.1	7.6	4.7	12.3
Socio-Economic Status							
Subsidized meals	139	99.3	55.5	37.5	4.7	2.3	7.0
Full-pay meals	48	100.0	44.2	27.9	16.3	11.6	27.9

Social Studies							
All Students	186	98.9	37.6	49.4	11.2	1.8	12.9
Gender							
Male	100	98.0	41.8	47.3	7.7	3.3	11.0
Female	86	100.0	32.9	51.9	15.2	0.0	15.2
Racial/Ethnic Group							
White	10	90.0	I/S	I/S	I/S	I/S	I/S
African American	172	99.4	38.6	49.4	10.8	1.3	12.0
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	170	98.8	34.6	51.3	12.2	1.9	14.1
Disabled	16	100.0	71.4	28.6	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	186	98.9	37.6	49.4	11.2	1.8	12.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	186	98.9	37.6	49.4	11.2	1.8	12.9
Socio-Economic Status							
Subsidized meals	138	99.3	43.3	50.4	5.5	0.8	6.3
Full-pay meals	48	97.9	20.9	46.5	27.9	4.7	32.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	75	100.0	24.6	33.3	39.1	2.9	42.0
	4	56	100.0	16.1	51.8	32.1	N/A	32.1
	5	57	100.0	13.2	67.9	18.9	N/A	18.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	60	100.0	23.6	43.6	32.7	0.0	32.7
	4	62	98.4	25.9	51.7	22.4	0.0	22.4
	5	65	100.0	25.9	67.2	6.9	0.0	6.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	75	100.0	29.0	56.5	11.6	2.9	14.5
	4	56	100.0	21.4	55.4	17.9	5.4	23.2
	5	57	100.0	32.1	54.7	11.3	1.9	13.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	60	100.0	34.5	60.0	5.5	0.0	5.5
	4	62	98.4	22.4	43.1	22.4	12.1	34.5
	5	65	98.5	15.5	63.8	17.2	3.4	20.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	60	100.0	58.2	36.4	5.5	0.0	5.5
	4	62	98.4	50.0	34.5	8.6	6.9	15.5
	5	65	100.0	50.0	34.5	8.6	6.9	15.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	60	100.0	41.8	56.4	1.8	0.0	1.8
	4	62	98.4	34.5	44.8	19.0	1.7	20.7
	5	64	98.4	36.8	47.4	12.3	3.5	15.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 422)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.2%	Down from 5.2%	3.5%	3.0%
Attendance rate	96.1%	Up from 95.6%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.6%	Down from 3.2%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.2%	Up from 1.1%	3.6%	3.2%
Eligible for gifted and talented	10.7%	Up from 9.3%	9.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.1%	Up from 2.7%	9.3%	8.2%
Older than usual for grade	1.2%	Up from 1.0%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 2.0%	0.0%	0.0%
Teachers (n= 27)				
Teachers with advanced degrees	55.6%	Down from 59.3%	48.1%	52.6%
Continuing contract teachers	70.4%	Down from 85.2%	84.3%	83.3%
Highly qualified teachers	100.0%	No change	94.2%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	87.5%	Down from 88.5%	86.2%	87.0%
Teacher attendance rate	97.6%	Up from 95.9%	94.8%	95.0%
Average teacher salary	\$44,405	Up 2.4%	\$40,898	\$41,703
Prof. development days/teacher	8.4 days	Down from 14.9 days	13.4 days	12.8 days
School				
Principal's years at school	10.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 19.0 to 1	18.5 to 1	18.8 to 1
Prime instructional time	93.2%	Up from 91.0%	89.4%	89.8%
Dollars spent per pupil*	\$5,661	Down 3.2%	\$6,238	\$6,242
Percent of expenditures for teacher salaries*	74.3%	Up from 73.6%	64.4%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

H. B. Rhame, Jr. Elementary School received the Palmetto Silver Award for an absolute performance rating of average and an improvement rating of good. These ratings demonstrate the significant progress made across the board during the 2003-2004 school year.

Our school received several awards as participants in the district's Visual Literacy Festival. A second-grade class was awarded second place in the book publishing contest. One class received the grand prize for their research project and PowerPoint project. Another class received second place in the research project. A final class received third place for their research project.

Test results indicated a need to focus additional efforts to improve language arts and math skills. We have an 18-week Skill Development Program and a computer program to reinforce skills taught in both language arts and math. These skills also are emphasized in our After-school Academic Enrichment Program. We also have tutors from City Year who work with our students one-on-one to develop their reading skills. Maintaining a competent certified staff will continue to move larger percentages of students to scores of basic or above on PACT.

We continued Breakthrough to Literacy in kindergarten and first grade to develop the skills and knowledge our young learners need to become competent readers. The Accelerated Reader program was used in grades 1-5.

We continued a Behavioral Intervention Program for students who need help in improving social skills. We have also strengthened our Character Education Program by developing a school-wide focus on a different character trait each month.

Community involvement is a great asset to our school. Our volunteers enjoy programs such as Books for Breakfast and Doughnuts for Dads. In addition to our strong volunteer program, we have two Lunch Buddy Programs and Kids Café, an after-school program sponsored by a community church. The PTO raised \$8,000 to provide additional support to our school.

The most challenging issue facing our school is the high mobility rate of our students and their lack of social development skills. Limited parental reinforcement of skills at home prevents sustained progress in student achievement. Parent participation in some school activities is becoming increasingly lessened and requires greater incentives.

Mikell G. Owens, Principal
Felicia Dixon, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	51	37
Percent satisfied with learning environment	93.1%	58.8%	77.8%
Percent satisfied with social and physical environment	100.0%	62.7%	70.3%
Percent satisfied with school-home relations	44.8%	84.3%	71.4%

*Only students at the highest elementary school grade level at this school and their parents were included.